

Date: _____

Instructional Routines template

PLAN

Component: Vocabulary

Instructional Activity: Frayer Model (for younger students)

Materials Needed: Frayer graphic organizer for whole class and individual students (in upper grades), pencils, pre-selected vocabulary word, preselected student friendly definition, characteristics, examples and non-examples for your pre-selected word for demonstration.



Approximate Time:
30 minutes



Click here for video example

X Individual

X Small Group

X Large Group

OBJECTIVE

State the objective(s):

Students will be able to identify and understand unfamiliar vocabulary.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary: *Set up the tools needed to succeed.*

Show the class a bigger version of the model on the board and discuss what will go in each section of the model. Clarify misunderstandings, such as defining 'characteristics.'

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I DO IT!

I do it! – Demonstrate: *Teach the new skill, model with clear explanations, verbalize your thinking process.*

The teacher picks a previously introduced and taught vocabulary word and uses it as an example and for reinforcement of knowledge. For example: “Our new vocabulary word from two weeks ago was SMOOTH. Smooth means an even or flat surface. (Teacher fills this in the student friendly definition block). When something is smooth it is usually flat, it is not rough when you touch it, and it wouldn’t have any lumps or bumps on it so when you run your fingers or hands over it, it is flat and easy to do so. These are some characteristics of SMOOTH (Teacher fill this in the characteristics block). Some examples of SMOOTH are a countertop, glass, a window, a marble (teacher fills in the examples block). Finally, we are going to think of things that are NOT examples of SMOOTH, things like a knife edge, a tree branch, a football, a golf ball (teacher fills in the non-examples block).

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WE DO IT!

We do it! - Provide guided practice: *Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.*

The teacher picks a topic that is well known, for this example the word 'toy.' Display the quadrants and remind students of what each means. Say, "in the first box we will write what toy means, in the second we will talk about what characteristics, or features, of the word toy. And then some examples and non-examples. A toy is something that you play with (the teachers writes this in the student friendly definition box). Asks: what are some ways to describe 'toy?' Turn and talk to the person next to you about what features something needs to have to be a toy or what ways you would describe toy. For example, I might say 'safe' (teachers writes down in second box 'characteristics'). Turn to your partner and try to think of something else to describe 'toy.' (The teacher will bring the students back together after about a minute and begin to have student pairs share out and make a list of their responses). We need to think of examples of toys to add to the next box. What is your favorite toy? Turn back to your partner and share. (After a few seconds, the teacher will begin collecting student responses and adding them to the 'examples'). Now that we have discussed what toys are, what characteristics something needs to have to be considered a toy and our favorite examples of toys, let us talk about things that are NOT toys. I do not think that scissors are toys, I will put that in the non-examples box. Turn and talk to your partner one more time and come up with another non- example. (After a minute or so have student pairs share out as the teacher records their responses).



If students need support with:	Then try this:
Language	Provide sentence stems to share thinking or images to help represent their word. If appropriate and able, perhaps bring in objects to help students understand, so they can see AND touch the items.

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YOU DO IT!

You do it! - Provide independent practice: *Provide individual students with multiple opportunities to practice independently, provide feedback as needed.*

Teacher will introduce the new vocabulary word to the class. And provide an explanation of the word and the context from which it was taken (read aloud, etc). He or she will then break the class into four different groups. One group will create their own student-friendly definition, the other will list the word's characteristics, the next will create a list of examples for the word, and the last group a list of non-examples. Also, each group will have to explain why they came up with what they did to support and defend their choices during share out.



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ASSESS

Assess students (formally or informally): *Determine the level of mastery for the stated objective.*

Student responses during turn and talks during the we do portion of the lesson should guide instruction. The teacher will need to listen to the groups to see the level of understanding of what each block of the model is asking for them to come up with.

ENRICH/EXTEND

Enrichment/Extension: *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with making connections to target word, consider having students write the responses down in their own Frayer Model or with a partner. Students can also draw pictures in the boxes as well.